



Richard H Gettys Middle

105 Stewart Drive
Easley, SC 29640

Grades 6–8 Middle School

Enrollment 1,354 Students

Principal Michael S. Cory 864–855–8170

Superintendent Dr. Lee M. D'Andrea 864–855–8150

Board Chair Mrs. Shirley Jones 864–855–1459

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	23	9	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

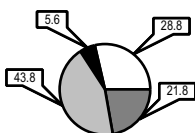
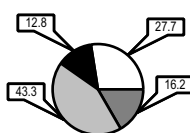
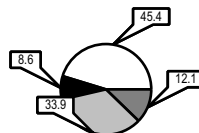
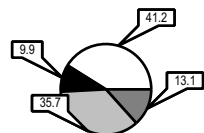
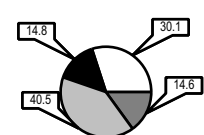
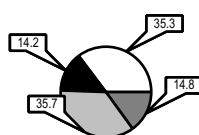
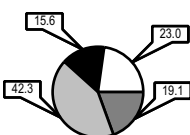
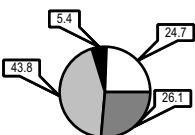
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	98.5
English 1	48.6	93.2
Biology 1/Applied Biology 2	N/A	76.9
Physical Science	10.5	24.6
All Subjects	57.9	96.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,331	97.1	28.3	43.6	22.3	5.7	37.9	Yes	Yes
Gender									
Male	658	95.6	34.7	44.0	18.5	2.7	29.9	N/A	N/A
Female	673	98.7	22.3	43.2	25.9	8.5	45.5	N/A	N/A
Racial/Ethnic Group									
White	1,105	97.1	25.1	43.7	24.6	6.6	41.7	Yes	Yes
African American	167	97.0	43.0	45.8	9.9	1.4	16.9	No	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	49	98.0	57.5	35.0	7.5	0.0	17.5	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	1,158	100.0	23.9	45.1	24.7	6.3	41.7	N/A	N/A
Disabled	173	78.0	67.5	30.9	1.6	0.0	4.9	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,331	97.1	28.3	43.6	22.3	5.7	37.9	N/A	N/A
English Proficiency									
Limited English Proficient	34	100.0	71.4	25.0	0.0	3.6	7.1	I/S	I/S
Non-Limited English Proficient	1,297	97.1	27.3	44.1	22.8	5.8	38.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	558	95.3	43.0	44.0	11.1	1.9	21.2	No	Yes
Full-pay meals	773	98.4	18.8	43.4	29.6	8.2	48.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	1,331	97.1	26.9	43.4	16.5	13.1	41.0	Yes	Yes
Gender									
Male	658	95.6	29.3	41.7	17.0	12.1	40.8	N/A	N/A
Female	673	98.7	24.8	45.0	16.1	14.1	41.2	N/A	N/A
Racial/Ethnic Group									
White	1,105	97.1	23.6	43.1	18.6	14.7	44.8	Yes	Yes
African American	167	97.0	49.3	40.8	6.3	3.5	19.0	No	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	49	98.0	32.5	62.5	5.0	0.0	22.5	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	1,158	100.0	23.4	44.5	17.8	14.4	43.9	N/A	N/A
Disabled	173	78.0	58.5	33.3	5.7	2.4	15.4	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,331	97.1	26.9	43.4	16.5	13.1	41.0	N/A	N/A
English Proficiency									
Limited English Proficient	34	100.0	39.3	42.9	10.7	7.1	21.4	I/S	I/S
Non-Limited English Proficient	1,297	97.1	26.6	43.4	16.7	13.3	41.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	558	95.3	40.7	45.1	9.4	4.8	25.4	Yes	Yes
Full-pay meals	773	98.4	18.0	42.3	21.1	18.6	51.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,331	98.0	45.4	33.9	12.1	8.6	20.7
Gender							
Male	658	97.1	45.2	31.8	11.8	11.1	23.0
Female	673	98.8	45.5	36.0	12.4	6.2	18.5
Racial/Ethnic Group							
White	1,105	97.9	42.1	34.7	13.2	10.0	23.2
African American	167	97.6	61.6	30.8	5.5	2.1	7.5
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	49	100.0	68.3	26.8	4.9	0.0	4.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,158	100.0	41.7	35.7	13.0	9.7	22.6
Disabled	173	84.4	71.4	21.4	5.8	1.3	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,331	98.0	45.4	33.9	12.1	8.6	20.7
English Proficiency							
Limited English Proficient	34	100.0	75.0	17.9	3.6	3.6	7.1
Non-Limited English Proficient	1,297	97.9	44.7	34.3	12.3	8.7	21.0
Socio-Economic Status							
Subsidized meals	558	97.0	63.2	27.4	6.6	2.8	9.4
Full-pay meals	773	98.7	33.3	38.3	15.8	12.6	28.3

Social Studies							
All Students	1,331	98.0	41.2	35.8	13.1	9.9	23.0
Gender							
Male	658	97.1	41.1	34.8	12.5	11.6	24.1
Female	673	98.8	41.2	36.8	13.8	8.2	22.0
Racial/Ethnic Group							
White	1,105	97.9	38.3	36.5	14.3	10.9	25.2
African American	167	97.6	57.5	31.5	6.8	4.1	11.0
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	49	100.0	58.5	31.7	7.3	2.4	9.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,158	100.0	37.3	37.4	14.3	11.0	25.3
Disabled	173	84.4	68.8	24.0	5.2	1.9	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,331	98.0	41.2	35.8	13.1	9.9	23.0
English Proficiency							
Limited English Proficient	34	100.0	57.1	25.0	7.1	10.7	17.9
Non-Limited English Proficient	1,297	97.9	40.8	36.0	13.3	9.9	23.2
Socio-Economic Status							
Subsidized meals	558	97.0	56.4	30.8	8.6	4.2	12.8
Full-pay meals	773	98.7	30.9	39.1	16.2	13.8	30.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	405	99.8	31.2	38.2	26.0	4.7	30.6
	7	494	99.6	29.8	46.1	19.5	4.5	24.0
	8	423	100.0	19.8	39.9	31.9	8.3	40.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	96.4	32.9	42.5	17.1	7.5	24.6
	7	413	96.1	27.0	41.1	27.2	4.6	31.9
	8	505	98.6	25.8	46.5	22.6	5.1	27.7
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	405	100.0	19.2	38.9	24.9	17.1	42.0
	7	494	99.8	26.8	38.8	18.0	16.3	34.3
	8	423	100.0	28.6	41.2	20.9	9.3	30.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	96.4	22.5	42.2	19.3	16.0	35.3
	7	413	96.1	21.0	43.3	18.8	16.9	35.7
	8	505	98.6	35.2	44.3	12.6	7.9	20.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	405	100.0	36.5	34.2	15.0	14.2	29.3
	7	494	99.8	37.8	38.2	14.2	9.9	24.0
	8	423	100.0	34.2	35.9	15.8	14.1	29.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	96.4	49.6	24.7	13.4	12.3	25.7
	7	413	98.1	47.4	28.8	15.9	7.9	23.8
	8	505	99.2	40.3	45.6	8.0	6.1	14.1
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	405	100.0	25.9	36.5	16.3	21.2	37.6
	7	494	99.8	41.2	37.8	13.3	7.7	21.0
	8	422	100.0	27.5	41.8	16.6	14.1	30.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	96.4	31.6	36.0	16.5	15.9	32.4
	7	413	98.1	51.3	34.4	8.7	5.6	14.3
	8	505	99.2	40.9	36.7	13.9	8.4	22.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,354)				
Students enrolled in high school credit courses (grades 7 & 8)	61.1%	Up from 50.6%	23.3%	16.7%
Retention rate	4.0%	Up from 2.5%	2.2%	2.5%
Attendance rate	95.9%	Up from 95.6%	96.1%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%	Down from 3.1%	2.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Down from 3.2%	2.2%	1.0%
Eligible for gifted and talented	21.1%	Down from 24.4%	22.0%	15.6%
On academic plans	45.5%	N/AV	33.5%	39.9%
On academic probation	0.3%	N/AV	0.5%	0.7%
With disabilities other than speech	13.0%	Down from 15.1%	12.2%	12.4%
Older than usual for grade	6.2%	Up from 4.0%	3.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.4%	Up from 3.5%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 88)				
Teachers with advanced degrees	61.4%	Up from 60.5%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.6%	N/A	5.6%	9.1%
Teachers with emergency or provisional certificates	1.3%	Down from 3.8%	4.8%	5.6%
Teachers returning from previous year	89.7%	Down from 90.7%	86.8%	84.6%
Teacher attendance rate	94.9%	Down from 95.8%	95.3%	94.8%
Average teacher salary	\$43,303	Up 0.7%	\$42,655	\$42,267
Prof. development days/teacher	10.7 days	Down from 13.2 days	12.0 days	11.9 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	3.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 23.6 to 1	22.5 to 1	21.1 to 1
Prime instructional time	90.1%	Up from 90.0%	89.8%	89.0%
Dollars spent per pupil*	\$5,485	Up 1.0%	\$5,841	\$6,243
Percent of expenditures for teacher salaries*	60.7%	Down from 61.8%	60.4%	59.8%
Percent of expenditures for instruction*	63.8%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.1%	Down from 95.6%	98.2%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year has been one of excitement at Gettys Middle School. Gettys Middle continues to serve students in grades 6, 7, and 8 in a four-block model with ninety-minute classes in English and mathematics daily and alternating days for science and social studies. Students also have the opportunity to participate in many exploratory arts classes with over half of our students being involved in band, art, chorus, and strings. Programs in band, chorus, and strings are well attended by parents and the community. Students in grade eight have the opportunity to earn high school graduation credit for algebra 1, keyboarding, Spanish 1, and French 1. Students may also participate in four sports programs offered by Gettys Middle and others offered by Easley High School.

Gettys Middle was able to offer a new program to qualified students this year. Called the Star Academy, the program was designed to accelerate students who have been retained in school one or more years. The students were able to earn up to eight Carnegie units toward graduation in ninth grade level courses. Those courses included English 1, Skills for English, Skills for Math Technology, Math for the Technologies 1, Earth Science, Physical Science, Freshman Success, and Personal and Lifetime Fitness.

Most of the courses were taught using a technology-driven program of studies with hands-on applications for each lesson. Many of the eighty students who began the program were promoted to grade ten at Easley High School for the 2006-2007 school year. Most of the students will also enroll in the B.J. Skelton Career Center.

The school grade assigned by the State Department of Education continues to be rated as average since the school still has not met all of the twenty-three objectives set for it by the state department. Although we succeeded in meeting an additional objective in our testing this past year, the state department added two more to be reached giving Gettys Middle more objectives to meet than any other middle school in Pickens County.

The School Improvement Council (SIC) and the Parent Teacher Community Organization (PTCO) have worked together to provide support for the school. Additional funds have been provided to the media center for updating book collections, which was identified as a need. The School District of Pickens County Board of Trustees has also discussed plans for a new road on the Gettys Middle School property to serve as a holding lane to get more cars off Stewart Drive during morning drop off and afternoon pickup. Hopefully, the new road will be funded and completed by the beginning of the 2006-2007 school year.

Doug Limbaugh, EdD, Principal
Twon Austin, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	76	474	102
Percent satisfied with learning environment	55.3%	59.9%	70.0%
Percent satisfied with social and physical environment	52.0%	57.1%	50.0%
Percent satisfied with school-home relations	53.3%	77.3%	65.3%

*Only students at the highest middle school grade level at this school and their parents were included.